

Texas Education Agency  
Standard Application System (SAS)

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small>  <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 MAY -1 AM 11:25  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Santa Fe ISD		084909		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
174600002	4	010799435		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
P.O. Box 370		Santa Fe	TX	77510
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Jacqueline		Shuman	Asst. Supt. for Curr. & Instr.	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
409-925-9092	<a href="mailto:Jacqueline.Shuman@sfsd.org">Jacqueline.Shuman@sfsd.org</a>		409-925-9092	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Marianne		Junco	Director of Finance	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
409-925-9029	<a href="mailto:Marianne.Junco@sfsd.org">Marianne.Junco@sfsd.org</a>		409-925-9029	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Leigh		Wall	Superintendent
Telephone #		Email address	FAX #
409-925-9093		<a href="mailto:Leigh.Wall@sfsd.org">Leigh.Wall@sfsd.org</a>	409-925-4002
Signature (blue ink preferred)		Date signed	

04-30-2018

*Only the legally responsible party may sign this application.*

701-18-111-081

**Schedule #1—General Information**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Santa Fe I.S.D. (SFISD) spans 72 square miles in Galveston County. SFISD is a 5-A district, which serves approximately 4,800 students and is growing at a slow, consistent rate. Based on a district needs assessment, three out of four of the district's campuses are school-wide Title I campuses. Within the district's boundaries, there are no recreational or entertainment centers for children nor are there any free programs that provide parents with before- and or after-school enrichment/academic support programs. Although a few daycare facilities are available to provide before-/after-school childcare students in Pre-k through Grade 5, the programs are provided at a cost, making it difficult for low-socioeconomic families to access this care for their children. In addition, there are no facilities that provide after-school care for students in grades 6-8. The majority of activities and events SFISD children and youth have access to are provided by the school, local churches, and community sports organizations. For the community as a whole, SFISD is the hub for student activity.

The 21<sup>st</sup> CCLC grant will be led by a certified administrator with a minimum of three years of campus/district leadership experience who is responsible for all CLC management and budgeting. Additional staff will include a Family Engagement Specialist, three Site Coordinators, three Assistant Site Coordinators, a program secretary, and six instructional aides. All staff will participate in professional learning through Texas ACE training and will utilize My Texas ACE online for additional resources and support. Ongoing program monitoring will be provided by the Assistant Superintendent for Curriculum and Instruction. Following the hiring of staff members, the Director will lead in the development of a program logic model and action plan from which to work. This program is designed to provide academic support, with a focus on Reading and Math, to each student participant in order to increase student achievement and to meet the rigorous State Assessment performance requirements, improve core course grades, on-time grade level advancement, school day attendance, decrease discipline referrals, and positively impact high school graduation rates and career competencies. In order to do so, the CLC Coordinator, Assistant Coordinator, Teacher, and Educational Aides will oversee student academic progress for a specific group of students. Rotational learning small-groups will be held each day with a CLC leader responsible for providing highly engaging, research-based instructional strategies designed to positively impact student performance in the areas of Reading and Math (provided by a certified teacher), mentoring, accelerating learning and tutoring services that are aligned with the TEKS, literacy education including financial literacy and environment literacy, nutritional education, physical education, services for individuals with disabilities, ELL language support, multi-cultural awareness activities and programs, technology availability and use, expanded library service hours, attendance awareness training, and drug and violence prevention and counseling. Each staff member will maintain and provide weekly data collection and tracking of each student in regards to academics, attendance, discipline, performance opportunities, sporting events, etc. and will work with other district personnel in order to provide any and all necessary intervention and communication with parents.

The Family Engagement Specialist will provide parents/guardians with opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. She will work to help parents develop the necessary knowledge and skills to assist their student at home and to effectively communicate and participate with their home campus. The program's parent participation goal is a minimum of one adult for every student who participates in the program. In addition, each CLC will maintain a Parent Advisory Council which meets monthly to review data and provide feedback and input into program operations to ensure a continuous improvement process for the site CLC as well as the program as a whole. The Family Engagement Specialist will partner with district personnel such as counselors, Social Worker, Nutrition Services, SFISD Police Department, Technology Department, and others in order to provide students with lessons in the following areas: character development, multi-culturalism, conflict resolution, anger management, healthy relationships, technology and internet safety, drug and violence prevention, etc. An important goal of this program is to grow the "whole student" by providing him/her with tools to build self-confidence, self-sufficiency, healthy relationships, multi-culturalism, and impactful citizenship. The Junior High CLC will focus on post-secondary readiness and workforce preparation. The Family Engagement Specialist will partner with school counselors to provide CLC students with the opportunity to participate in interest inventories to identify their personal areas of interests and then match those interests with at least one Endorsement Area for the students' high school graduation plan. At the end of the eighth grade year, students will be prepared to complete their Personal Graduation Plan and choose an Endorsement Area with a Career Pathway. This significant amount of individualized planning will help to ensure the graduation of each participant as well as support career competencies. An independent program evaluation will be conducted by the Region 4 ESC for the purpose of continuous improvement.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 084909			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$517,100.00	\$0.00	\$517,100.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$0.00	\$9,000.00	\$9,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$89,400.00	\$0.00	\$89,400.00
Schedule #10	Other Operating Costs (6400)	6400	\$64,500.00	\$0.00	\$64,500.00
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0.00	\$0.00
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$680,000.00	\$0.00	\$680,000.00
Percentage% indirect costs (see note):			N/A	\$0.00	0.00
Grand total of budgeted costs (add all entries in each column):			<b>\$680,000.00</b>	<b>\$</b>	<b>\$680,000.00</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0.00	\$0.00	\$0.00
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$680,000.00
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$34,000.00
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 084909			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide	6		\$75,000
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$60,000.00
5	Site coordinator (required)	3		\$101,400.00
6	Family engagement specialist (required)	1		\$56,300.00
7	Secretary/administrative assistant	1		\$29,000.00
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Assistant Site Coordinator	3		\$82,500.00
20	Bus Driver	2		\$28,000.00
21	Title			\$
22	Subtotal employee costs:			\$432,200.00
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$84,900.00
27	Subtotal substitute, extra-duty, benefits costs			\$84,900.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$517,100.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084909		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluator/evaluation specialist	\$9,000.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$9,000.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$9,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 084909		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$89,400.00
<b>Grand total:</b>		<b>\$89,400.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 084909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$64,500.00
Grand total:		\$64,500.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 084909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	A certified principal with a minimum of three years of assistant principal experience; prefer Principal (EC-12) certification
2.	Site Coordinator(s)	Prefer experience leading an after-school program; three years of experience working in an after-school program; Texas Day Care Director License
3.	Family Engagement Specialist	A certified teacher with a minimum of five years of teaching experience; good at developing relationships; proven record of success in working with at-risk students

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire Key Personnel; Professional Learning	1. Hire Director	08/01/2018	08/17/2018
		2. Hire Family Engagement Specialist	08/01/2018	08/17/2018
		3. Hire Campus Coordinators & Asst. Coordinators	08/01/2018	08/17/2018
		4. Hire Secretary and Educational Aides	08/01/2018	08/17/2018
		5. Provide profession learning for all staff	08/01/2018	06/30/2019
2.	Program Planning Meeting; Logic Model Development; Student Activity Programming	1. Invite new personnel/site principals/parents	08/21/2018	08/17/2018
		2. Publicize the program	08/01/2018	06/30/2019
		3. Student Data Review (attendance, discipline, grades – with a focus on those who need the most assistance) and development of Logic Model	08/01/2018	08/17/2018
		4. Develop Focus Groups of Students for personal contact and monitoring	08/01/2018	08/17/2018
		5. Develop and apply accountability measures	08/01/2018	08/17/2018
3.	Student Recruiting	1. Faculty/Staff Recommendations	08/01/2018	08/17/2018
		2. Contacts made based on student data	08/01/2018	08/17/2018
		3. Personal contacts are made	08/01/2018	08/17/2018
		4. Parent/Student Information Meeting	08/13/2018	08/17/2018
		5. Student Orientation	08/13/2018	08/17/2018
4.	Program Management	1. Weekly staff meetings led by the Director	08/13/2018	06/30/2019
		2. Bi-Weekly meetings with the Dir. & Asst. Supt. C&I	08/01/2018	06/30/2019
		3. Bi-weekly meetings with the program's Student Advisory Council	08/21/2018	06/30/2019
		4. Monthly Meetings with the Parent Advisory Council	09/01/2018	06/30/2019
		5. Weekly budget meetings with Site Coordinators	08/13/2018	06/30/2019
5.	Program Evaluation	1. Monthly student/parent surveys	08/01/2018	06/30/2019
		2. Ongoing student data tracking (att., academic, disc.)	08/01/2018	06/30/2019
		3. Parent meeting (end of 1 <sup>st</sup> and 2 <sup>nd</sup> semester)	12/01/2018	05/30/2019
		4. Region 4 Full Program Evaluation	04/01/2019	06/30/2019
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Santa Fe I.S.D. (SFISD) spans 72 square miles in Galveston County. SFISD is a 5-A district, which serves approximately 4,800 students and is growing at a slow, consistent rate. In order to evaluate community needs, the district reviewed the community resources available to students. Within the district's boundaries, there are no recreational or entertainment centers for children nor are there any free programs that provide parents with before- and or after-school enrichment/academic support programs. Although a few daycare facilities are available to provide before-/after-school childcare students in Pre-k through Grade 5, the programs are provided at a cost, making it difficult for low-socioeconomic families to access this care for their children. In addition, there are no facilities that provide after-school care for students in grades 6-8. The majority of activities and events SFISD children and youth have access to are provided by the school, local churches, and community sports organizations. For the community as a whole, SFISD is the hub for student activity. Through district and campus parent advisory committees, parent/administrator conversations, parent meetings, and through specific parent requests, the district is aware that parents would like for the District to provide a successful, well-planned and well-organized program for students before and after school.

Approximately eight years ago, based on identified need and parent request, SFISD established a before- and after-school program for students in grades K-5. This program is a state-licensed day care program which is aligned with district initiatives, supports classroom instruction, provides students with homework help, breakfast and nutritional snacks, and planned physical activities. This is a paid program and has approximately 80 students who participate. Because this program must be self-supporting, not all children can participate due to the financial requirement of the program and, through the 21<sup>st</sup> CCLC grant, we would be able to offer the program free of charge to more at-risk children.

In regards to students in grades 6-8, there are no structured after-school programs. The specific concern for this student population is that they are old enough to go home by themselves; however, they do not always make wise decisions when unsupervised. SFISD has a significant population of "latch key" students who are going home after school without adult supervision because their parents are at work. The 21<sup>st</sup> CCLC program would allow the district to offer parents the opportunity to have their children supervised, supported, and enriched until approximately 6:30 in the evening.

Another factor the district considered in applying for this program is the impact that Hurricane Harvey has had on the SFISD community, students, and employees. Due to the severity of community flooding, SFISD was forced to close for 10 days. Almost one-fourth of the student and faculty populations have reported that their homes received some degree of flooding as a result of the hurricane. The District's Homeless population grew from annual average of 80 students to more than 1,000. This natural disaster has presented a long-reaching impact on our district as a whole with the most significant impact suffered by our low-socioeconomic population. SFISD has students who are still displaced from their normal living conditions and a before-/after-school program would assist these families by providing a safe environment for academic and recreational activities with highly trained adult supervision. It is important to note that the number of students identified as Homeless, Economically Disadvantaged, and At-risk will greatly increase over that reported on the 2016-2017 TAPR for each of the three campuses for which this applications is being submitted due to the severe impact of Hurricane Harvey on the entire SFISD student population.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

Click and type here to enter response.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

This program is designed to impact 1) performance, 2) attendance, 3) discipline referrals, 4) advancement, and, ultimately, 5) high school graduation rates and career competencies. The goal of the Community Learning Center (CLC) program is to positively impact students in each of these areas. Plans for each area of impact are listed below.

- 1) **Performance:** SFISD's goal for every CLC student is academic growth. This program is designed to provide academic support, with a focus on Reading and Math, to each student participant. In order to do so, the CLC Coordinator, Assistant Coordinator, Teacher, and Educational Aides will oversee student academic progress for a specific group of students. Rotational learning small-groups will be held each day with a CLC leader responsible for providing highly engaging, research-based instructional strategies designed to positively impact student performance in the areas of Reading and Math (provided by a certified teacher) in order to increase student achievement and to meet rigorous State Assessment performance requirements, mentoring, accelerating learning and tutoring services that are aligned with the TEKS, literacy education including financial literacy and environment literacy, nutritional education, physical education, services for individuals with disabilities, ELL language support, multi-cultural awareness activities and programs, technology availability and use, expanded library service hours, attendance awareness training, and drug and violence prevention and counseling.
- 2) **Attendance:** SFISD plans to provide a CLC where students want to attend! Students do not want to miss a single day because of what is planned at the CLC; therefore, effective management, planning and monitoring are a must. The Director will work with faculty/staff, district/campus support personnel, community resources and parents in order to positively impact student attendance. Effective monitoring and reporting procedures will be developed so that the program leadership successfully tracks the attendance of each individual participating in the program and, for those whose attendance warrants intervention, develop an Attendance Intervention Plan and Attendance Contract in the venue of Positive Behavior Support which outlines student, parent, school and CLC responsibilities which are aligned to positively impact student attendance. Attendance is a key component because we need students to be present in order to positively impact their learning.
- 3) **Discipline Referrals:** Another important goal of the CLC is to ensure students in the program experience a low number and/or no discipline referrals during the regular school day. To this end, the CLC will focus on providing personal management counseling to students in the areas that get them in trouble such as anger management, conflict resolution, effective methods of conversation and vocabulary usage, etc. The Family Engagement Specialist will work with students in a group setting, as well as, one-on-one to assisting students in building life-long personal skills in these areas. The CLC Site Coordinators and Assistant Coordinators will monitor all student discipline referrals and work with school personnel to ensure each student's success in this area. The Director will maintain all data reports and will provide oversight in this area.
- 4) **Advancement:** Every student's success is the number one priority of this program. For students who are experiencing academic struggles, multiple levels of intervention will be provided including but not limited to academic support group support, individual tutoring/mentoring, support from the Family Engagement Specialist, etc. A program goal is to ensure, at a minimum, every student promotes to the next grade. In addition, for students who are functioning above grade level, advanced academics challenges will be provided to these students in order to support them in or prepare them for GT/Pre-AP/AP opportunities.
- 5) **High school graduation rates and career competencies:** This will be a focus of the Junior High CLC for grades 6-8. The Family Engagement Specialist will partner with school counselors to provide CLC students with the opportunity to participate in interest inventories to identify areas of interests and then match those interests with at least one Endorsement Area for the students' high school graduation plan. Students will have exposure to career information that includes certification and/or college requirements for the position of interest. Students will then develop a tentative action plan for accomplishing their goals. This process will look different for each grade level, 6-8; however, at the end of the eighth grade year, students will be prepared to complete their Personal Graduation Plan and choose an Endorsement Area with a Career Pathway. This significant amount of individualized planning will help to ensure the graduation of each participant as well as support career competencies.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In order to ensure best practices, including research or evidence-based practices, the Program's Coordinators, Assistant Site Coordinators, teachers and educational aides will all be trained through the District's curriculum and instruction professional development to best support the learning that is occurring in the classroom. The district's curriculum framework is research based and includes best practices as it is based on the TEKS Resource System and supported by professional learning provided by the Region 4 ESC curriculum specialists and SFISD instructional coaches. For ELAR, the District uses a Balanced Literacy approach to instruction. This is based on the work of highly impactful professional educators such as Fountas and Pinnell and Lucy Calkins (Units of Study). Math is focused on a Guided Math which is supported by impactful educators such as Marilyn Burns and Dr. Nicki Newton. This approach to math instruction includes highly engaging, research-based instructional strategies and curriculum. In addition, SFISD is an Advancement Via Individual Determination (AVID) district which focuses on enrolling nontraditional students in advanced academics courses. All secondary teachers have experienced AVID training for multiple years and are well versed in the application of highly engaging instructional strategies that will be shared with the CLC staff. All CLC instruction, tutoring, and mentoring will be presented with the district's approved classroom instructional materials and methods as its foundation.

The Family Engagement Specialist will partner with district personnel such as counselors, Social Worker, Nutrition Services, SFISD Police Department, Technology Department, and others in order to provide students with lessons in the following areas: character development, multi-culturalism, conflict resolution, anger management, healthy relationships, technology and internet safety, drug and violence prevention, etc. An important goal of this program is to grow the "whole student" by providing him/her with tools to build self-confidence, self-sufficiency, healthy relationships, multi-culturalism, and impactful citizenship. The program's parent participation goal is a minimum of one adult for every student who participates in the program. The Family Engagement Specialist will lead the Parent Advisory Council at each CLC. The Parent Advisory Council will meet monthly to review data and provide feedback and input into program operations to ensure a continuous improvement process for the site CLC as well as the program as a whole.

The Junior High CLC will focus on post-secondary readiness and workforce preparation. The Family Engagement Specialist will partner with school counselors to provide CLC students with the opportunity to participate in interest inventories to identify their personal areas of interests and then match those interests with at least one Endorsement Area for the students' high school graduation plan. Students will have exposure to career information that includes certification and/or college requirements for the position of interest. Students will then develop a tentative action plan for accomplishing their goals. This process will look different for each grade level in grades 6-8; however, at the end of the eighth grade year, students will be prepared to complete their Personal Graduation Plan and choose an Endorsement Area with a Career Pathway. This significant amount of individualized planning will help to ensure the graduation of each participant as well as support career competencies.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The foundation of the SFISD 21<sup>st</sup> CCLC is to positively impact student academic achievement and overall student success. To meet that goal, components of the program design and responsibilities of personnel are listed below.

- 1) **Program Director:** The Director is the overall program leader responsible for program development, management, program budgeting and oversight, evaluation, CLC oversight, and continuous improvement. This individual will hold a Principal's Certification and have a minimum of three years of experience as a campus and/or district leader. He will provide faculty/staff with the necessary professional learning and oversight needed to ensure the success of each individual student.
- 2) **Family Engagement Specialist:** The Family Engagement Specialist is responsible for providing learning and growth opportunities for each student that include relational and personal growth as well as future planning. In addition, she will partner with parents to ensure their involvement in their child's education and to assist them with connections to their child's campus. She will partner with district counselors, Social Worker, Food Services, Technology, SFISD Police Department, etc. to provide well-rounded educational opportunities as well as field trips to support their learning. The Family Engagement Specialist will also lead student group discussions focused on areas of personal growth such as character development, multi-culturalism, conflict resolution, anger management, healthy relationships, technology and internet safety, drug and violence prevention, etc. An important goal of this program is to grow the "whole student" by providing him/her with tools to build self-confidence, self-efficacy, healthy relationships, multi-culturalism, and impactful citizenship. The Family Engagement specialist will also lead the Parent Advisory Council for each site. The Parent Advisory Council will meet monthly to review data and provide feedback and input into program operations to ensure a continuous improvement process for the site CLC as well as the program as a whole.
- 3) **Site Coordinator, Assistant Site Coordinator, Educational Aides:** These staff members will provide program planning and academic student support. This group of leaders will provide ongoing monitoring of student academic achievement and either plan for necessary remediation or enrichment activities to meet individualized student needs with a focus on Reading and Math. Students will go through a series of well-planned rotations of physical activity, enrichment (activities such as fine arts, culinary arts, technology, etc.). This group will focus on the increased student academic achievement. They will partner with classroom teachers regarding each individual student to ensure they are aware of their learning needs. This team will work with students to develop individual academic growth plans which will be reviewed weekly with students based on weekly online academic grade reports. This group will also partner with parents to ensure parents are aware of their student's academic progress and provide supports to parents to help their child at home.

This program is specifically designed to increase student achievement and positively impact student success with a focus on the District's at-risk student population. Upon arrival at the CLC, although programs will vary based on the specific needs of the site, a general overview is listed below.

1. Arrival: All adults available for student conversations and questions; students are provided a nutritional snack and drink.
2. Homework help
3. Rotational Groups such as:
  - Goal setting/review; academic awareness review (personal data tracking of academic progress)
  - Math/ELAR intervention and/or enrichment
  - Physical Activity; Games
  - Enrichment (culinary arts, fine arts (i.e., music, theater arts, crafts, guitar lessons), etc.)
  - Personal Growth with the Family Engagement Specialist
  - Special Events and Topics (outside field specialists will be enlisted (i.e. Johnson Space Center Astronaut, Texas Long Horn Program staff, SFISD Agricultural programs, Galveston County Parks and Wildlife, etc.)
4. Recap of the day: Things I learned, things I want to do better, plans to implement the next day
5. Transportation Home
6. Daily CLC Staff Debrief; planning for any necessary contacts with teachers or campus personnel on behalf of one of the CLC students.

All activities will be carried out to ensure student academic success and personal growth.

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By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon TEA notice of the awarding of the 21<sup>st</sup> Century Community Learning Center Grant, SFISD will actively publicize the opportunity to students through the District's website, social media sites (Twitter and Facebook), and publication in the Galveston County Daily News newspaper. When appropriate within the grant timeline per TEA regulations, the District will hire the Program Director in order to complete the hiring of additional staff. The full team will meet to discuss and develop a logic model and action plans for the program as a whole in addition to individual site plans. Once enrollment criteria area and attendance days/times are established, the team will develop a flyer for publication on the District website, Smoke Signals (the District's quarterly publication that is distributed to parents and the community), weekly campus publications for parents, social media pages (Twitter and Facebook), and through the local newspaper. The Director and staff will be asked to develop a promotional video for publication on the website and to share with campus principals. The program will be highlighted in all mailings of the participating campuses. For the local low-SES apartment complexes, flyers will be distributed through the apartment complex office. Flyers will also be placed a local laundromats, food stores, restaurants, etc. in order to share the information with as many people as possible. In addition, the District's technology source for communication will be utilized in order to send the flyer through email to every parent/guardian listed in the district. The flyer will be published both in English and Spanish. In addition, the district website has a translator option where the information can be translated into multiple languages. Therefore, the District will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation needs for the 21<sup>st</sup> CCLC program are as follows.

- No transportation to the CLC is required as students will be attending on their home campus.
- For student transportation home, it is anticipated that two buses will be required. The District anticipates that many parents will provide their student with transportation home.
- Transportation will also be provided for field trips.
- All Program transportation needs will be provided by the SFISD Transportation Department by highly-trained transportation staff who hold all appropriate licensures/certifications.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Program plans to use volunteers on special occasions such as field trips, College Night, high school planning activities, etc. All CLC volunteers will fall into one of two categories.

- 1) **District employees:** All district employees are required to go through a background check and fingerprinting process prior to working with students. These volunteers will be providing support to either academic or personal growth endeavors.
- 2) **Parent and/or Community Volunteers:** Will be vetted through the District's volunteer process which includes fingerprinting where results are reviewed by the SFISD Police Department prior to the individual being approved to participate with students. These volunteers will be enlisted to support on special occasions such as field trips, student performance nights, academic celebration events, etc.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Santa Fe ISD Board of Trustees is committed to the sustainability of the CLCs following the conclusion of the 21<sup>st</sup> Century Community Learning Centers grant as denoted by the signature of the SFISD Board of Trustees President and Secretary. Once the program is established and parents see the effectiveness of the program, the District is certain that the program will be sustainable. The District is committed to doing whatever is fiscally responsible to ensure the continuation of the program. To ensure program continuation, the District will actively seek additional funding from other available grants and community-level donations, in addition to supplementing with Title I funds where applicable.

The funds from this grant are primarily be used to develop a structural framework and implementation period of a much needed program within the district. The Superintendent, Board of Trustees, campus/district leadership, parents and the community are all in agreement that students and parents alike are in need of this program. Therefore, at the conclusion of the 21<sup>st</sup> CCLC grant, the District will make any and all necessary financial decisions in order to support the continuation of the program. The established and proven mantra of SFISD is to do whatever is best for students. It is anticipated that the program developed through the 21<sup>st</sup> CCLC grant will prove to be best practice for students and, thus, will be continued by the District, even after the conclusion of the grant period.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. Many of the students who will be served through this program are designated low-SES and, thus, are being supported through Title I funds. The local budget is supporting the program by supplying logistical needs such as the building, utilities, equipment, etc. Additional materials, supplies, and resources not covered by this grant will be paid for through the District's Instructional Materials Allotment and/or Title I funds. Title II funds pay for an Instructional Technology Specialist who will be recruited to provide professional development for all site personnel as well as assist students with technology use. Title III funds may be used to provide additional support for ELL students who are enrolled in the program. The Assistant Superintendent for Curriculum and Instruction will be responsible for district oversight and implementation of the 21<sup>st</sup> CCLC grant; in addition, she is responsible for the oversight of IMA and all Title funds. Due to this broad area of responsibility, the Assistant Superintendent will work with other district personnel to ensure all appropriate funds are used to support the 21<sup>st</sup> CCLC grant in order to positively impact the academic achievement and personal growth of each child that participates in the program.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Roy J. Wollam Elementary 3400 Avenue S Santa Fe, TX 77510		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number:	084909103				
		Cost per student	\$1,000.00				
		"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1		Feeder school #2		Feeder school #3	
		Campus name					
		9-digit campus ID number					
		Estimated transportation time					
		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Dan J. Kubacak Elementary 4131 Warpath Santa Fe, TX 77510		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number:	084909104				
		Cost per student	\$1,000.00				
		"Regular" student target (to be served 45 days or more annually):		60		Parent/legal guardian target (in proportion with student target):	60
		Feeder school #1		Feeder school #2		Feeder school #3	
		Campus name					
		9-digit campus ID number					
		Estimated transportation time					
		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Santa Fe Junior High 4132 Warpath Santa Fe, TX 77510		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR Note: this school is Title I because SFISD is a single feeder pattern district		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number:	084909041				
		Cost per student	\$1,000.00				
		"Regular" student target (to be served 45 days or more annually):		60		Parent/legal guardian target (in proportion with student target):	60
		Feeder school #1		Feeder school #2		Feeder school #3	
		Campus name					
		9-digit campus ID number					
		Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8		
	<b>Cost per student</b>		<b>\$</b>		<input type="checkbox"/> 9		
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<input type="checkbox"/> 10-11		
					<input type="checkbox"/> 12		
		<b>Parent/legal guardian target (In proportion with student target):</b>					
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

  

<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8		
	<b>Cost per student</b>		<b>\$</b>		<input type="checkbox"/> 9		
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<input type="checkbox"/> 10-11		
					<input type="checkbox"/> 12		
		<b>Parent/legal guardian target (In proportion with student target):</b>					
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

  

<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8		
	<b>Cost per student</b>		<b>\$</b>		<input type="checkbox"/> 9		
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<input type="checkbox"/> 10-11		
					<input type="checkbox"/> 12		
		<b>Parent/legal guardian target (In proportion with student target):</b>					
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

  

<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

  

<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>		<b>\$</b>			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
					<b>Feeder school #3</b>	
	<b>Campus name:</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

District program monitoring and implementation will be provided by the SFISD Assistant Superintendent for Curriculum and Instruction. The foundation of the SFISD 21<sup>st</sup> CCLC grant is to positively impact student academic achievement and overall student success. To meet that goal, components of the program design and budget management are listed below.

**1) Grant Level Fixed Grant Costs (\$200,000):**

- **Director:** Assistant Principal experience required; estimated the salary for an Assistant Principal with 3 years of experience; 220 days/year (\$70,000)
- **Family Engagement Specialist:** Required teaching experience and successful track record with developing positive relationships with students and parents; estimated the salary of a teacher with 10 years of experience; 220 days per year (\$65,000)
- **Program Secretary:** Estimated a paraprofessional with 5 years of experience for 220 days/year; computer expense (\$35,000)
- **Travel Expense:** For Director and Family Engagement Specialist; 2 conferences/per year (\$6,000)
- **Supplies:** For Director, Family Engagement Specialist, and Secretary and program implementation (\$18,000)
- **Technology:** For the Directory, Family Engagement Specialist and Secretary (\$6,000)

**2) Center-Level Fixed Costs (\$300,000)**

- **Site Coordinators:** Estimated a paraprofessional with 10 years of experience working with students; 220 days/year (\$40,000 each for 3 Coordinators = \$120,000)
- **Assistant Site Coordinators:** Required a teaching certification; part-time hours; pay \$25/hour (the District's extra-duty pay rate); 205 days/year; will hire Math/ELAR teachers for these positions (\$33,100 each for 3 positions = \$99,100)
- **Travel Expense:** For the three Site Coordinators to attend two conferences/per year (\$12,000)
- **Supplies:** For three CLCs (\$13,400/center for 3 CLCs = \$40,200)
- **Technology:** For three CLCs (\$6,500/center for 3 CLCs = \$19,500)
- **Program Evaluation:** Provided by Region 4 ESC (\$3000/center for 3 CLCs = \$9,000)

**3) Center-level per-student Variable Cost (\$180,000)**

- Estimated 60 students per CLC as a realistic number of participants (60 students/CLC times \$1000/student times 3 centers = \$180,000)
- **Educational Aides:** For 2 Educational Aides per center for a total of 6; estimated salary for an aide with 5 years of experience; 205 days/year; 4 hours per day (\$30,300 for 6 Educational Aides = \$90,900)
- **Student Transportation and Field Trips:** Transportation home and field trips (\$24,600)
- **Food and Snacks:** Breakfast (if applicable) and after-school snacks (\$15,500/center times 3 centers = \$46,500)
- **Supplies:** Will be supplemented through Title I (allowing \$1,900/center times 3 CLCs = \$5,700)

**Anticipated operational hours for each center.**

- **Two elementary CLCs:** Morning Hours: 7:00 a.m. - 8:30 a.m.; Afternoon Hours: 4:00 p.m. - 6:30 p.m.
- **One Junior High CLC:** Afternoon Hours: 2:30 p.m. - 6:30 p.m. (Note: No morning hours will be necessary for the Junior High CLC as students arrive on campus beginning at 7:00 a.m. for breakfast and class begins at 7:30 a.m.)

This intricate plan will provide not only students with before/after school supervision, but it will also provide intervention and enrichment aimed at growing the whole child. This is a much needed free program in the Santa Fe ISD community, especially for junior high as there are not even paid options available for this student group. By providing intervention and enrichment in ELAR and Math, physical activities, and personal growth opportunities, students will increase performance on state standards and assessments and will become better prepared to meet the relational challenges the encounter. By providing ongoing student data review, management, and intervention, every student will experience personal growth through the opportunity provided by the 21<sup>st</sup> Century CCLC grant.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084909

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SFISD will partner with the Region 4 ESC to conduct a full program evaluation of the 21<sup>st</sup> Century CLC program at the end of each school year. The review will focus on all administrative, staff, and student programming areas. Region 4 will conduct the evaluation and will provide a report to the Assistant Superintendent for Curriculum and Instruction for program review purposes. Any and all areas of in need for improvement will be addressed by the CLC leadership team for planning purposes. The logic model will be reviewed and updated based on the revisions/updates implemented based on the program evaluation. Implementation will occur as soon as possible. If the suggestion can be implemented during the summer school program, it will begin there; otherwise, it will be implemented at the beginning of year two of the program.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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